



Four Swannes Primary School
Special Educational Needs with Disability
(SEND) Policy 2023

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SENCO

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Definition of SEND

Legislation defines what is meant by the term Special Educational Needs and Disability. Four Swannes Primary school aims to work within this legislation, embedding the principles within our school ethos and our curriculum, to meet the needs of all our pupils.

The **Special Educational Needs and Disability Code of Practice 0 – 25 years** (2015) states:

*'A child or young person has SEND if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for him or her.'* (Page 15, xiii)

The code goes further to define what is meant by a **learning difficulty or disability** and states that a child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions (Page 15, xiv)

The Equality Act (2010) states that a person has a **disability** if they have a: *'physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.'* **Long term** is regarded by the Equality Act (2010) as *'lasting or likely to last at least 12 months'* Physical impairment may include sensory impairments such as sight or hearing loss. It is also important to note that under the terms of this Act HIV, multiple sclerosis and cancer are automatically treated as a disability, regardless of the effect of the condition on the individual.

Special Educational Provision means educational provision that is **in addition to**, or otherwise **different from**, the educational process made generally for children of their age in schools maintained by the local authority (Section 312 of the Education Act 1996)

Special educational provision relates to provision that is in addition to or different from wave 1 quality first teaching, which all pupils will experience.

There will be occasions where children will experience additional provision without a special educational need, it is important to note that children with English as an Additional Language (EAL) will not be regarded as having a SEN solely on the basis of not speaking the language in which they will be taught.

Section 1 – Introduction:

The SEND policy supports teaching and learning with the aim of: ensuring that all pupils feel well educated; equipped for their future as individuals, within their own families and the wider community, as they progress through primary school and prepare to move on to secondary school.

The Children at Four Swannes Primary School enjoy a balanced and varied curriculum. Our approach takes on board changes to the National Curriculum September 2014 and provides children with the opportunity to make concrete links between what they are learning in the classroom with real life experiences.

At Four Swannes, we believe in person centred approaches advocated by the SEN code of practice. In order to access the curriculum, some children may require additional support within a small group or 1:1 situation. The support required will vary depending on the specific needs of each individual pupil. This support may be provided in a short intervention over a set number of weeks or over a much longer period of time.

Aims and Objectives

This SEND policy aims to ensure that the school:

- ✓ Offers children with special educational needs the same experiences as their peers and ensures all pupils make progress in reaching their personal potential.
- ✓ Provides an inclusive education, whereby all pupils needs are identified, and appropriate action is taken to ensure maximum access to the curriculum for all pupils, recognising the social background of each child.
- ✓ Uses the SEND code of practice as a framework for early identification of children with SEND through assessment procedures, pupil progress meetings and discussion with colleagues, the Head teacher and the Special Educational Needs Co-ordinator (SENCO)
- ✓ Recognises that class teachers have responsibility for meeting the learning needs of all pupils in their care. All teachers are aware of the requirement, in light of the SEN code of practice, to make reasonable adjustments to best school practice in order to meet the needs of all learners.
- ✓ Recognises the need to differentiate the work in pace, style, challenge and content according to the pupils' age, gender, experience and identified learning need. ✓ Adopts a person-centred approach by working in partnership with families and pupils to collaborate and share information throughout the plan, do, assess and review cycle.
- ✓ Provides appropriate resources for children with SEND to meet the needs of all pupils, this includes pupils with cognition and learning difficulties; speech, language and communication difficulties; physical or sensory difficulties; or social, emotional or Mental Health difficulties.
- ✓ Encourages pupils with SEND to take a full and active role within everyday school life through the creation of SEN Pupil Support Plans.
- ✓ Uses the expertise and training of our Teaching Assistants (TAs) to full effect in supporting the needs of our pupils.

- ✓ Uses a consistent approach to SEND throughout the school in accordance with this policy.
- ✓ Enables children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

Roles and responsibilities

Governors

A school governor (Mrs J Bailey) has designated responsibility for SEND provision and will liaise with the SENCO and report to the Governing Board. Please see page 11 for Annual Report to Parents.

Head teacher

The Head teacher (Mr. A. Moore) is responsible for children with SEND, keeping the governing board fully informed and working closely with the SENCO to co-ordinate provision, handling Child Protection matters and liaising with social services and other appropriate agencies.

SEND Co-ordinator (Mr. J. Sadler) is responsible for:

- Maintaining an overview of all children with SEND within the school;
- Offering advice and support to LSAs and class teachers;
- Meeting with parents to discuss concerns or progress made;
- Holding half termly meetings with the TAs;
- Coordinating LSA appraisal meetings
- Monitoring progress and being involved in consultations with parents as and when appropriate;
- Communicating with outside agencies where necessary and reporting progress or otherwise against set targets to the Head teacher;
- Attending relevant 'In Service Training' (INSET) provided by the county - keeping up to date with current educational theory, innovative ideas and to seek advice and solutions to problems;
- Co-ordinating relevant INSET for teaching and learning support staff that promotes increased knowledge and skills;
- Writing a subject leader evaluation to governors on provision of SEND and the current SEND register;
- Attending transition meetings with nursery and secondary schools particularly when pupils need extra support and a programme of sessions is planned to ease transition;
- Attending regular cluster meetings to update and revise developments in Special Needs Education and Inclusion;

Class Teachers:

Their responsibilities include:

- Sharing concerns about possible SEND at an early stage, with parents and the SENCO;
- Using school-based SEN systems such as our Initial Concerns Forms
- Providing appropriately differentiated work to meet the needs of all learners;
- Making reasonable adjustments to planning and resources;

- Keeping parents informed, including notification of involvement in any intervention;
- Identifying possible SEND within their own class;
- Assessing and monitoring attainment and progress for all pupils, highlighting any concerns during pupil progress meetings.
- Time tabling provision to ensure this time is protected;
- Adopting a multi-sensory approach to teaching, which takes into consideration that children learn in different ways;
- Creating a stimulating learning environment in which the children feel safe and able to learn;
- Making effective use of a TA, if one is available, to support the learning of all pupils.
- Providing additional parent consultation appointments to parents of children with SEND to discuss and share SEN Pupil Support Plans.
- Setting and monitoring short term SMART targets (Specific, Measurable, Agreed upon, Realistic, Time based) appropriate to the learning needs and emotional wellbeing of children with SEN.

The school's arrangements for SEND and Inclusion In-Service Training

- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development are arranged to match these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO and other external agencies where appropriate.
- All staff have access to professional development opportunities and are able to request additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are supported and encouraged to extend their own professional development.

Learning Support Assistants (LSAs)

Their responsibilities include:

- Liaising effectively with class teachers and familiarising themselves with the needs of the pupils they are supporting;
- Aiding in the review process and helping class teacher/Inclusion Team to set and implement new targets;
- Working in co-operation with and under the direction of the class teacher;
- Contributing towards keeping effective records of pupil progress;
- Informing the class teacher and/or Inclusion Team of any areas of concern that have been identified.
- Attending relevant training to extend areas of expertise.
- Attending half termly meetings with the SENCO

Working with External Agencies and Other Professionals

- The Inclusion Team liaises with a number of other outside agencies, for example:
 1. Social Services.
 2. Education Welfare Service
 3. School nurse
 4. Speech therapy service
 5. Occupational therapy Service
 6. Specialist advisory teachers
 7. Primary Support Base (Behaviour)

8. Specific Learning Difficulties base
9. Children's Centres

Documents and Legislation

Key school documents as well as government legislation and statutory guidance have been used to inform and support this policy.

Government legislation and statutory guidance which has informed this policy:

- The Education Act (2011)
- The Equality Act (2010)
- SEND Code of Practice birth to 25 (2015)
- Supporting Pupils at School with Medical Conditions (2015)
- The Children's and Families Act (2014)
- Mental Health and Behaviour in Schools (2018)
- Special Educational Needs and Disability Regulations (2014)
- Keeping Children Safe in Education (2023)

School documents which support this policy:

- SEND Information Report
- School Development Plan (SDP)
- Behaviour and Anti-Bullying policy
- Child Protection policy
- Accessibility Plan

Section 2: Admission and Monitoring

Admission Arrangements

At Four Swannes we fully comply with the admissions policy as advised by Hertfordshire Education Authority. We do not discriminate on the basis of SEND. Parents are welcome to make an appointment to discuss SEND concerns at any time, or email the SENCO using an address available solely to parents: senco@fourswannes.herts.sch.uk

Children starting at Four Swannes in Reception

Where there is a known SEND, close liaison will be maintained between the SENCO at the Nursery setting and the SENCO at Four Swannes. If it is felt appropriate, an individual transition programme may be devised, encouraging additional visits and photographs to support and prepare for a smooth transition into reception. Parents will be involved in the development of a SEN Pupil Learning Plan detailing the specifics of their child and their needs. Where the child did not have a previous setting, SEND concerns may be raised by the foundation stage staff, or the family. Each concern raised will be treated seriously and the area of concern will be investigated, using person centred approaches, to ensure home and school are working together towards agreed joint outcomes. Pupils may be observed in the classroom environment to look for patterns in behaviour and to offer advice and support regarding the best practice to support the child.

Children Starting Four Swannes at a later stage

Where there is a known SEND, close liaison will be maintained between the SENCO and the previous school SENCO. If time permits and it is felt appropriate, an individual transition programme may be devised to prepare the child for a different environment and the changes ahead. Parents will be involved in the development of a SEN Pupil Learning Plan detailing the specifics of their child and their needs.

SEND concerns may be raised by the class teacher, or the family. Each concern raised will be treated seriously and the area of concern will be investigated, using person centred approaches, to ensure home and school are working towards agreed joint outcomes. Pupils may also be observed in the classroom environment to look for patterns in behaviour and to offer advice and support regarding the best practice to support the child.

Assessment, monitoring and reporting for Children with SEND

Assessment

Pupils with SEND will be assessed in the same way as their peers, using assessment criteria set by Hertfordshire Education Authority. Pupils with SEND should still make good progress, like their peers, however they may not achieve in line with their peers. Reasonable adjustments should be made in order to enable children with SEND to access a broad and balanced National Curriculum and enable them to make progress appropriate to the stage they are at in their development. Progress of children with SEND should be measured in terms of progress made in relation to their starting point. We use the following guidance to assess the progress of our pupils:

- Developmental Matters (Pre EYFS, early development)
- Early Learning Goals (EYFS)
- IAELDs (Individual Assessment of Early Learning Development)
- Pre-key stage standards or engagement model
- Rising Stars reading and comprehension test
- HfL assessment criteria ➤ Key Stage 1 and 2 SATs Testing

We follow the Hertfordshire graduated response cycle of Assess, Plan, Do, Review



Monitoring

Pupils with SEND are monitored in the same way as all pupils and their progress is discussed during pupil progress meetings and during pupil support plan meetings.

Children with a possible SEND are monitored while information and evidence is gathered relating to the area of need, if appropriate an outside agency may be involved to carry out more specialised assessments. Progress and outcomes are recorded during pupil progress meetings to show impact. For more information specific to pupils with SEND please see section 3.

Reporting to Parents/Carers

Parents of children with SEND will receive an annual written report on the progress and attainment of their child, sent out at the end of the summer term. In addition to this, parent consultation meetings and termly pupil learning plan meetings will be held to communicate attainment and progress information to parents, as well as social and emotion information. The SENCO will attend relevant meetings with prior arrangement. Parents are encouraged to arrange an appointment with the class teacher, if they have a concern they wish to discuss at other times in the school year. Appointments with a member of the Inclusion team can be made upon request at any time during the school year either by phone, email or in person.

Section 3 – Provision for Children with SEND

Identifying Children with SEND

It is the class teacher's primary responsibility to identify a possible SEN within their class. The class teacher will share these concerns with the Inclusion Team and complete an initial concerns form to record the area of concern and which strategies from Wave 1 they have already tried in order to address these needs. Class teachers are also responsible for informing parents of a SEN concern, following discussion with the SENCO.

The teacher, along with the SENCO, will devise a plan to support the child. If after a given amount of time the child is still not making progress, then more formalised observations and assessments may be carried out to assess whether or not there is an underlying SEN.

The SEN Code of Practice states that:

'The key test of the need for action is evidence that current rates of progress are inadequate'.

'Adequate progress' can be defined in a number of ways:-

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but may be less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self –help, social or personal skills
- Demonstrates improvements in the child's behaviour

Pupils will be monitored for possible SEN when concerns are first raised. If after a period of time they are still working below age related expectations, their rate of progress is slower than that of their peers and intervention has not accelerated

progress: assessments will be made to identify if the cause is an underlying SEN. The children's families will also be involved in this process and any adjustments to teaching and learning will be recorded on teachers' planning and included within individual SEN Pupil Learning Plans.

Levels of Support

We have adopted the 3 Tiers model for supporting all learning.

Universal: Equal accesses to quality first teaching for all pupils

Targeted Support: Small group intervention for children just behind age related expectations

Targeted Plus: 1:1 up to 1:3 support for children more significantly behind age related expectations, or pupils requiring more specialised support such as speech and language

Areas of SEN are divided into 4 broad areas: Cognition and Learning; Communication and Interaction; Physical and Sensory, and Social Emotional and Mental Health (SEMH).

Cognition and Learning

Support may be provided in a number of ways:

- ✓ Adapting resources.
- ✓ Making reasonable adjustments – these are small pre-determined changes or allowances that can have a large impact on a day to day basis.
- ✓ Providing greater accesses to concrete tools to support learning.
- ✓ Peer or adult support.
- ✓ Breaking down tasks into smaller steps.
- ✓ Differentiated work, learning objective, or learning outcome.
- ✓ Taking part in small group or 1:1 intervention.
- ✓ Seeking advice and support from external agencies such as speech and language, educational psychologist, advisory teachers and medical professionals.

Communication and Language

For children with an identified communication and language need, we work closely with Speech and Language Therapy (SaLT) service to provide support. SaLT services have adopted a 3 tier approach and provide a named therapist who visits our school regularly to assist us in delivering high quality speech and language support. This may be through providing personalised targets and programmes of activities for identified children, training for LSAs or teachers, meetings with parents and or the Inclusion team or providing 'surgeries' to discuss speech and language concerns.

SaLT referrals can be made via the school SENCO or the GP, however this referral can only be made by school after a term of school-based intervention has taken place.

WellComm is used within EYFS, Yr. 1 and other children where it is deemed appropriate to screen and support the speech and language development of our pupils. This resource will support communication and language development at wave 1, 2 and 3 levels. **WellComm** is a screening 12 tool to identify speech and language concerns at whole class, small group and individual levels as well as an essential tool providing evidence based proven strategies to help raise attainment.

Advisory teachers from the Communication Autism Team assist us with supporting other pupils where the SEN concern is focused around communication needs rather than speech and language. This service is only accessible by referral; this can be accessed via the Inclusion Team or parents are able to seek a referral through their GP if the concern relates to Autism. Parents should discuss their concerns with class teachers and the Inclusion Team before making a request to their GP to ensure these concerns are shared and that appropriate provisions are put in place for the child.

Social, Emotional Mental Health (SEMH) Needs

Social, Emotional and Mental Health needs is a relatively new category to the SEND Code of Practice 2015. Behaviour is no longer considered under this umbrella, unless the behaviours exhibited are a symptom of an underlying social, emotional or mental health need. We adopt an inclusive approach at Four Swannes and reinforce positive behaviours following through our whole school Behaviour and Anti-Bullying Policy, ensuring the boundaries for expected behaviour are clear. In some circumstances it may be necessary to seek advice from the Phoenix Support Centre or The Rivers ESC, Hoddesdon.

Advice and support can be sought from external services to support children with SEMH, the support varies between each service and can range from support for the family, the child, family and child together, the school, or the child and school. For some children an Early Help Module may be necessary, this is where multiple agencies work together to provide targeted support for identified needs for each member of the family. Parental consent is needed to access the Early Help Module, a Team Around the Family (TAF) will be created and regular meetings will occur to maintain consistent support for the whole family. Some families may also be referred to CAMHS (Childhood and Adolescent Mental Health Services) or HABS (Hoddesdon And Broxbourne Settings) for short term targeted support.

Physical or Sensory Needs

For children with physical or sensory needs it may be necessary to have a Health Care Plan in place. This plan is a coordinated plan developed by healthcare professionals, in collaboration with families and school. Information about specific needs will be shared with all adults in the school, and where appropriate the children, to encourage tolerance and understanding. All pupils with SEN will have their own SEN Pupil Learning Plan and any physical or sensory needs will be described, along with strategies to overcome any barriers to learning their needs may present. Some children may require resources to be adapted, such as enlarged text, finger grippers for pencils, coloured overlays, stability cushions, writing slants, ear defenders, fiddle toys etc... to support their learning in class. Advice may be sought from occupational therapists to find solutions to more personalised situations.

Monitoring of SEN Support:

In addition to Pupil Progress monitoring systems in place for all pupils, pupils with an identified SEND will receive SEN Support status, they will benefit from experiencing all Wave 1 provision identified within our whole school provision map. Depending on the area and level of need, the child may then receive additional Targeted Support (small group) or Targeted Plus (1:1 up to 3:1) intervention for a set period of time.

Children with SEN Support status will have a SEN Pupil Support Plan, which will include strategies used to support identified needs, as well as capturing the views of the family, the child and school. The SEN Pupil Support Plans will be used to agree SMART targets with the class teacher, in conjunction with the Inclusion Team to monitor and review each term to ensure progress.

Education Health Care Plans (EHCP)

A small number of children may also have an Education, Health and Care (EHC) Plan. This documentation has replaced the 'Statement of Special Educational Needs.' Children with an EHC Plan will have a statutory annual review of their plan, where all the professionals involved in supporting the child will be invited to come together to discuss progress based on evidence and to agree changes to agreed provision or outcomes for the next academic year. In order to apply for an EHC Plan the child must be working significantly below age related expectations, failing to make progress despite targeted intervention, or be demonstrating extreme behaviours with increasing frequency. If a child meets the criteria for an EHC Plan, parents are able to make an application themselves, or a joint application between home and school can be made. Applications must be made to the education authority where the child resides, for some children this may not be Hertfordshire. Details of how to apply for an EHC needs assessment can be found within your local authority **SEND Local Offer**. Once an application for an EHC plan has been received, the final decision to approve the plan is made by the education authority, not the school. An approved EHC Plan then becomes a statutory document.

Parental Involvement and Support

Parents should be informed by the class teacher if there is a SEN concern during parent consultations. There are 2 evenings spread across the year and parents are encouraged to make an appointment to see the class teacher and or the SENCO at any time to share concerns. We operate an open door policy, but ask parents to avoid the beginning of the day when the children are lined up and waiting to come into school. Concerns will be shared between home and school and advice will be given on ways to support the child at home. Families will be involved in the development of a SEN Pupil Learning Plan, which will stay with the child throughout their school year, and updated regularly. The SENCO is non-class based, which enables families greater choice of appointment times to meet with school staff to discuss concerns. We ask all families, **as part of our home school agreement**, to support reading by listening to their child read at least 3 times a week and to support their child with any homework set by the class teacher. When children are targeted

for a specific intervention, it is also important that they are in school on time and prepared for the extra lessons if the intervention is to have its desired impact.